

## **GEOG 2400H: Economic and Social Geography, AU 2022**

Tuesdays and Thursdays, 9:35AM - 10:55AM, Derby 1116

**Carmen page for course:** <https://carmen.osu.edu/>, login, select course (Geog 2400H)

**Instructor:** Nancy Ettliger, she/her/hers (Professor, Geography), 1100 Derby, 614-292-2573; [ettlinger.1@osu.edu](mailto:ettlinger.1@osu.edu) **please contact me directly by email (not via Carmen)**

**Office hours:** Due to wide-ranging schedules among students, it makes sense to schedule office hours *by appointment* rather than fix office hours to a particular time when many students are unavailable. To set up an appointment, please let me know before or after class, or by email. You always are welcome to stop by my office to chat or to set up a time to meet.

***A list and discussion of CAMPUS RESOURCES for disability services, mental health, civil rights, wellness, and learning, along with a statement of the code of student conduct and academic integrity are on pp. 7-9.***

### **COURSE DESCRIPTION**

This course engages issues of economic and social in/justice from the vantage point that economic and social issues are inextricably interrelated, and that disregarding this crucial relation in planning for change can have serious consequences for creating and deepening injustices. The central theme of the course is inequality, with major foci on race and class. A basic premise of the course is that along with climate change, *systematic* inequality is an existential threat to society and warrants critical attention.

While the broad issues discussed in the course have significance worldwide, the *context* for the socio-economic issues is *urban*, specifically in the United States to provide an in-depth appreciation of how problems of systemic inequality and strategies to engage the problems manifest and evolve in urban space, which is a major focal point for economic and social strategies. Discussion of issues in US cities will encompass issues in Columbus.

### **Course organization**

As inequalities become inscribed on the landscape by way of uneven power relations, the conceptualization of place and space matters. Accordingly, the course begins with how and why different, often implicit, conceptualizations of place and space can lead to decidedly different outcomes.

Course material then moves to a discussion of race, place, and space in US cities regarding issues of homeownership, securitization, and the environment, closing with readings and discussion about the relation between 'colorblindness' and gentrification. The next section provides an in-depth appreciation of different types of gentrification strategies and the effects. The following section approaches inequality from the vantage point of work and examines how and why organizational strategies of corporations in the latter half of the 20<sup>th</sup> century through the present

in the 21<sup>st</sup> century have resulted the decline of the US middle class, deepening socio-economic polarization, and precarious conditions of living.

After having examined *problems* of inequality, we will turn to constructive strategies towards engaging the problems that emanate not from government or firms, but rather from civil society.

The course closes with discussion and evaluation of current issues and strategies surrounding Intel's decision to invest in the New Albany area of the greater Columbus metropolitan area.

### **SPECIFIC COURSE GOALS, EXPECTED LEARNING OUTCOMES (ELOs) & MODES OF EVALUATION**

Goal 1: appreciate concepts in human geography relative to course themes in reading, carmen posts, take-home essays, class discussions

- ELO 1.1: describe the spatial and historical context of current inequalities
- ELO 1.2: examine how dynamics such as uneven power relations within and between places affect or condition in/justices
- ELO 1.3: interpret patterns of social & economic activity and relate patterns to processes to assess causal relations

Goal 2: develop critical thinking and analysis in carmen posts, take-home essays, class discussions, team presentations

- ELO 2.1: identify and explain multiple sides of a problem
- ELO 2.2: explain real-world consequences of different positions regarding problem
- ELO 2.3: develop a position based on multiple sides of a problem
- ELO 2.4: integrate ethical considerations into applications of their knowledges

Goal 3: develop expertise in communication and engagement

- ELO 3.1: summarize an author's argument in their own words in carmen posts
- ELO 3.2: deliver oral presentations in the form of participation in team presentations
- ELO 3.3: synthesize material from several sources and generate an argument based on these sources in take-home essays
- ELO 3.4: demonstrate responsiveness to others in preparing for team facilitations, the ability to work with a division of labor in collaboration, and use teamwork to achieve fruitful results in class discussions

### **GOALS OF ARTS & SCIENCES SOCIAL & BEHAVIORAL SCIENCE FOUNDATION COURSES**

1. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry [Goals 1 & 2 above]
2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts. [Goals 1 & 2 above]

### **EXPECTED LEARNING OUTCOMES FOR A SOCIAL & BEHAVIORAL SCIENCE FOUNDATION COURSE:**

Successful students are able to:

- 1.1. Explain basic facts, principles, theories, and methods of social and behavioral science [ELOs 1.1-1.3 above]

- 1.2. Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science [ELOs 2.1-2.3 above]
- 2.1. Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions [ELOs 1.1 -1.3, 2.2 above].
- 2.2. Evaluate social and ethical implications of social scientific and behavioral research [ELO 2.4 above].
- 2.3. Critically evaluate and responsibly use information from the social and behavioral sciences [ELO 2.3 above].

**REQUIRED READING** (see SCHEDULE, pp. 10-11 for assignment dates)

**All reading is accessible electronically on the course Carmen page, listed in the order in which you will read them – no purchases required.** Below: bibliographic information for the reading, by (author/s) in alphabetical order.

- Axel-Lute, M. 2021. Understanding community land trusts. Shelterforce, July 13, <https://shelterforce.org/2021/07/12/understanding-community-land-trusts/>.
- Campbell, R. 2017. Rochester rebellion (July 1964). *BlackPast*, December 4, <https://www.blackpast.org/african-american-history/rochester-rebellion-july-1964/>
- Chaskin, R.J. and Joseph, M.L. 2013. 'Positive' gentrification, social control and the 'right to the city' in mixed-income communities: uses and expectations of space and place. *International Journal of Urban and Regional Research* 37: 480-502.
- Coates, T.-N. 2014. The case for reparations. *The Atlantic*, June, <http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>.
- Davidson, M. and Lees, L. 2010. New-build gentrification: its histories, trajectories, and critical geographies. *Population, Space and Place* 16: 395-410.
- DeFilippis, J., Williams, O.R., Pierce, J., Martin, D.G., Kruger, R., and Esfahani, A.H. 2019. On the transformative potential of community land trusts in the United States. *Antipode* 51: 795–817.
- Fraser, J.C., Chaskin, R.J., and Bazuin, J.T. 2013. Making mixed-income neighborhoods work for low-income households. *Cityscape* 15: 83-100.
- Gabrys, J. 2019. Data citizens: how to reinvent rights. *Data Politics: Worlds, Subjects, Rights*. Bigo, D., Isin, E., and Ruppert, E., eds., pp. 248-266. New York: Routledge.
- Garcia, I. 2018. Community participation as a tool for conservation planning and historic preservation: the case of "Community as a Campus" (CAAC). *Journal of Housing and the Built Environment* 33: 519-537.
- Harrison, B. 1994. The dark side of flexible production. *National Productivity Review* 13: 479-501.
- Hashimoto, Y. 2020. Racing the creative class: diversity, racialized discourses of work, and colorblind redevelopment. *Urban Geography*, <https://doi.org/10.1080/02723638.2020.1731180>.
- Houston, L., Gabrys, J., and Pritchard, H. 2019. Breakdown in the Smart City: Exploring workarounds with urban-sensing practices and technologies. *Science, Technology & Human Values* 44: 843-870.
- Jefferson, B.J. 2017. Digitize and punish: computerized crime mapping and racialized carceral power in Chicago. *Environment & Planning D: Society & Space* 35: 775-796.

- Kinder, K. 2017. Reshaping the gray spaces: resident self-provisioning and urban form in Detroit. In *Why Detroit matters: decline, renewal and hope in a divided city*, ed. B. Doucet, pp. 117-133. Bristol University Press: Bristol.
- Kleniewski, N. 1984. From industrial to corporate city: the role of urban renewal. In *Marxism and the metropolis*, eds. W.K. Tabb and L. Saywers, pp. 205-222. New York: Oxford University Press.
- Massey, D. 1979. In what sense a regional problem? *Regional Studies* 13: 233-243.
- Massey, D. 1993. Power-geometry and a progressive sense of place. In *Mapping the futures: local cultures, global change*, eds. J. Bird et al., pp. 59-69. New York: Routledge.
- McElroy, E. 2019. Housing, cartographic, and data justice as fields of inquiry: a connected approach to mapping displacement. In *Housing justice in unequal cities*, eds. A. Roy and H. Malson, pp. 29-42. Institute on Inequality and Democracy: University of California, Los Angeles.
- Mele, C. 2013. Neoliberalism, race and the redefining of urban redevelopment. *International Journal of Urban and Regional Research* 37: 598-617.
- Meng, A. and DiSalvo, C. 2018. Grassroots resource mobilization through counter-data action. *Big Data & Society* 5: 1-12.
- Peck, J. and Tickell, A. 2002. Neoliberalizing space. *Antipode* 34: 380-404.
- Pulido, L. 2000. Rethinking environmental racism: white privilege and urban development in southern California. *Annals of the Association of American Geographers* 90: 12-40.
- RTTC-NYC Member Organizations. 2010. *People without homes and homes without people: a count of vacant condos in select NYC neighborhoods*. New York City Chapter of Right to the City Alliance.
- Safrafsky, S. 2020. Geographies of algorithmic violence: redlining the smart city. *International Journal of Urban and Regional Research* 44: 200-218.
- Vallas, S. and Schor, J.B. 2020. What do platforms do? Understanding the gig economy. *Annual Review of Sociology* 46: 1-16.
- Woocher, J. 2019. As affordable housing units expire, Los Angeles lags in preservation efforts. *Shelterforce*, September 12, [https://shelterforce.org/2019/09/12/as-affordable-housing-units-expire-los-angeles-lags-in-preservation-efforts/?utm\\_source=sfweekly&utm\\_medium=email&utm\\_campaign=091619](https://shelterforce.org/2019/09/12/as-affordable-housing-units-expire-los-angeles-lags-in-preservation-efforts/?utm_source=sfweekly&utm_medium=email&utm_campaign=091619).

**FILM/WEBINARS (in the order in which you will view them) – consider films and webinar lectures and panel discussions another type of text (like reading) and prepare for class accordingly**

- 1) for Tuesday, Sept 6, WEBINAR, Dr. Brian Jefferson, Department of Geography and Geographic Information Systems, University of Illinois, 10/16/2020, [Computerizing Carceral Power](#) (scroll down and click on video)
- 2) for Tuesday, Sept 13, WEBINAR Dr. Robin Leichenko, Department of Geography and Climate Institute, Rutgers University, Spring 2022, [Planning for Climate Change: Building Equity into Resilient Urban Futures](#)

- 3) for Thursday, Sept 15, WEBINAR: Dr. Vivek Shandas, Department of Geography and Director, Sustaining Urban Places Research, Portland State University, Spring 2022, [Situating Climate Adaptation Measures within Historic Disinvestments in Urban Neighborhoods](#)
- 4) for Tuesday, Sept 27, FILM: Rochester - A City of Quality: [https://archive.org/details/Rochester\\_A\\_City\\_of\\_Quality](https://archive.org/details/Rochester_A_City_of_Quality)
- 5) for Thursday, Sept 29, FILM 'Flag Wars' --- view via OSU's Media Library to view film via the media library:  
 copy & paste the following in your web browser: [drm.osu.edu](http://drm.osu.edu)  
 login using your OSU name.# account  
 click on the Assigned Playlists tab  
 click the title of the assigned film (Flag Wars)  
 click on the appropriate speed:  
     high is intended for **fast**, wired connections (e.g. computers on campus in the library)  
     standard for laptops, desktops, and Windows 8 mobile devices  
     iOS for iPads, iPhones, & iPod Touch  
     Android for Android devices
- For technical difficulties regarding Media Services, call 292-9689 or e-mail [MediaServices@osu.edu](mailto:MediaServices@osu.edu)
- [OSU's media library permits viewing over a 2-week period, although it is renewable. The period for viewing Flag Wars is set from Sept 22 - Oct 7. If you would like to view this film later than Oct 7, let me know and I will be happy to renew.]*
- 6) for Tuesday, Nov 29, WEBINAR PANEL DISCUSSION: CURA, OSU, The Impacts of Intel: A Housing Discussion, Summer 2022, <https://cura.osu.edu/past-events/2022> (scroll down to end)
- 7) for Thursday, Dec 1, WEBINAR PANEL DISCUSSION: CURA, OSU, The impacts of Intel: A Development Discussion, Summer 2022 <https://cura.osu.edu/past-events/2022> (scroll down to end)

### **CLASS ATTENDANCE**

Regular and punctual attendance is required; class attendance constitutes 10% of the final grade. Students are *required to indicate in advance of class if they cannot attend a particular class, cannot arrive on time, or have to leave in the middle due to uncontrolled circumstances that can be documented* (e.g. a medical appointment, job interview...). Students are responsible for any course material as well as announcements that are missed. If a student does miss a class, they should get notes from a classmate, stay up to date on the reading, and let me know if they have any questions about material missed; I am happy to discuss.

### **CLASS ETIQUETTE**

- The course will involve lecture and considerable discussion. Basic expectations include mutual respect and interest in learning from each other.
- Use of electronic devices in class for any reason other than course engagement is *unacceptable*.

**EVALUATION** – all grades posted on carmen.

Students receive letter grades, except on carmen posts, which are graded on a

presence/absence basis. Letter grades are in accordance with a 4.0 scale. Students are evaluated on the basis of class participation, carmen posts, 2 team presentations, and 3 take-home essays as follows:

<u>class participation:</u>	10%
<u>carmen posts:</u>	25%
<u>2 team presentations:</u>	20% (10% each)
<u>3 take-home essays:</u>	45% (15% each)

### ***class participation***

The participation portion of the evaluation pertains to *regular and punctual attendance*, and general *responsible class participation* - engagement with the issues in class discussion based on adequate preparation. Essays always are due on a day other than Tuesday or Thursday to avoid interfering with class preparation.

### **carmen posts**

Each class for which reading is assigned (following the course introduction, 1st day) students post on the ***Discussion forum***. The Carmen posts are intended to: provide a mechanism for active learning and participation; prompt students to think about the big point(s) of an article; and provide a forum by which students can learn from each other by reading others' posts, an important avenue of learning. Regarding the last point, posts will be under '**Discussions**' so that *students can read others' posts before class*. Take advantage of the intellectual diversity in the class: read each other's posts before class and use the forum to develop interdisciplinary sensibilities and to gain insights from one another.

The class will decide on a deadline for the posts (in advance of class so that everyone has a chance to read all the posts). **LATE POLICY:** I consider it understandable that students may be pressed for time due to deadlines from other courses or some other reason. Accordingly, I will read and 'count' Carmen posts after the deadline ***on the condition that you send me an email before the deadline to let me know your post will be late + when you plan to post; otherwise, I will not read late posts and they will not be 'counted.'***

Please place all your comments/questions in the one post, with an indication of the author of the article on which you are commenting.

Posts are graded on a presence/absence basis to relieve possible grade anxiety about regular posting on material with which students may be unfamiliar. For each reading, prepare a *brief* (not more than 2 sentences) statement on the main message of the article/chapter, followed by a question that should reflect an understanding of the article (i.e. questions such as 'what does x mean?' are welcome in class but are inadequate for the post). **NOTE:** see specific directions in **Discussions** for the carmen post for Tuesday, October 11 (review workshop for section III).

### **team presentations**

Small teams of 2 or 3 students will lead discussion on assigned articles. The purpose of the teamwork is, in the first instance, *collaboration* on provocative issues raised by the reading; second, to raise points/questions emanating from students for class discussion.

Each member of a team will receive a letter grade for their *individual* presentation (no longer than 10 minutes), but the preparation should be collaborative, and the collaboration should be reflected in the individual presentations – the individual presentations should be prepared and presented as parts of a whole. The Carmen page includes a module ‘guidelines & check list for team presentations.’ 50% of the grade will be given by your team partner(s) regarding your collaboration; each student should email me the ‘collaboration grade’ (a letter grade – A,B,C, D, E) for your partner(s) before the start of class in which you are presenting; a collaboration grade below ‘A’ should be accompanied by an explanation.

Since everyone in the class has read and posted on the same material, team presentation should not encompass summary – *go beyond summary* to discuss and raise questions about what you think about the article relative to course issues.

Readings scheduled for team presentations are indicated on the schedule (pp. 10-11) as ‘TP.’ Students are welcome to request presenting on a particular article and/or topic; if you have requests (assignments will be made on a first-come, first-serve basis), please let me know by the end of the 1<sup>st</sup> week of class. By the second week of the semester, students will either sign up for presentations or I will assign presentations randomly. As soon as the assignments are finalized, the presentation roster will be posted as a module on the Carmen page. Students are then welcome to swap presentations if the need arises (due to a difficult schedule in a particular week, changing interests...); justification for swapping is *not* required – the main requirement is that you handle the swap yourselves and let me know so that I can update the online assignment roster.

### **take-home essays**

The course includes 3 take-home essays that are intended to (1) help you tie material together in a section, and (2) provide critical writing experience. The essays require **critical synthesis** of course material covered in a section (not regurgitation of points from particular lectures/discussions). Essays should be double spaced with 1” margins using 11 or 12 font, paginated, and proofed.

## **CAMPUS RESOURCES FOR DISABILITY SERVICES, MENTAL HEALTH, CIVIL RIGHTS, WELLNESS, LEARNING, and CODES OF STUDENT CONDUCT AND ACADEMIC INTEGRITY**

### **Disability Services (Office of Student Life)**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**Student Life Disability Services (SLDS) contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Counseling and Consultation Service (Office of Student Life)**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. OSU offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

**Student Advocacy Center:** Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

**Student Wellness Center:** Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

**Multicultural Center:** Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

**Academic Advising:** Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

**Student Academic Services:** Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at [buckeyelink.osu.edu](http://buckeyelink.osu.edu). Or speak with someone in person.

- Student Academic Services Bldg., Lobby; 281 W. Lane Ave. [[map](#)]  
Monday–Thursday: 9 a.m. to 5 p.m.; Friday: 9 a.m. to 4 p.m.

**Academic Support Services:** This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.



- <http://youngkinsuccess.osu.edu/academic-services/>

### **Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy & DocuSeek)
- Synchronous course tools

### **Code Of Student Conduct/Policies**

The Code of Student Conduct fosters and protects the core missions of the university, fosters the scholarly and civic development of the university's students in a safe and secure learning environment, and protects the people, properties and processes that support the university and its missions. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

- The Code of Student Conduct can be accessed at: <http://studentlife.osu.edu/csc/>
- For information regarding IT/computer policies: <https://ocio.osu.edu/sites/default/files/assets/Policies/Responsible-Use-of-University-Computing-and-Network-Resources-Policy.pdf>
- For Residence Hall policies: <http://housing.osu.edu/living-on-campus/fees-contracts-policies/residential-living-handbook-code-student-conduct>
- For Parking policies: <http://osu.campusparc.com/home>

### **Academic Integrity**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

**Plagiarism** is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own without proper citation. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (*Colleges of the Arts and Sciences Degree Planning Manual 2006-7*, pp. 34-35).

**SCHEDULE**

<b>date</b>	<b>general topic</b>	<b>class lecture/discussion</b>	<b>assignment (TP= team presentation)</b>
t Aug 23	I. introduction	introductions; discussion of the course; expectations & requirements	
th 25		geographic concepts: place & space	Massey 1993
t 30	II. race, place, and space: how inequalities are inscribed on the US urban landscape	systemic racism in the real-estate sector over time: housing	Coates <b>(TP)</b>
th Sept 1		cont'd: digital-era redlining	Safransky <b>(TP)</b>
t 6		<i>securing</i> the smart city in historical perspective; conceptualizing place in smart-city security designs	<b>webinar</b> - Jefferson; Jefferson <b>(TP)</b>
th 8		spatiality of environmental in/justice in cities	Pulido <b>(TP)</b>
t 13			<b>webinar</b> – Leichenko <b>(TP)</b>
th 15			<b>webinar</b> – Shandas <b>(TP)</b>
t 20		<b>essay #1 prompt distributed</b>	
t 20		'colorblindness' & gentrification	Mele; Hashimoto <b>(TP)</b>
w 21		<b>essay #1 on section I due by email (Word attachment)</b>	
th 22	III. waves of gentrification and types of displacement in US cities	wave 1: urban renewal & downtown revitalization ('50s, 60's→)	Kleniewski
t 27		<b>wave 1 cont'd: the case of Rochester -- conflicting narratives</b>	Campbell; <i>film</i> : Rochester – A City of Quality <b>(TP short article + film)</b>
th 29		wave 2: neighborhood change, '70s →	<i>film</i> : Flag Wars (Media Library) <b>(TP)</b>
t Oct 4		wave 3a: mixed-income planning, '90s→	Chaskin & Joseph <b>(TP)</b> ; Fraser et al. <b>(TP)</b>
th 6		wave 3b: new-build, '90s→	Davidson & Lees; RTTC-NYC report (prologue, intro., select 1 case study; conclusion)

t Oct	11		review workshop	<i>Carmen post on section: see directions on web page</i>
th	13	<b>no class – autumn break!</b>		
t	18	IV. changes in the organization of work and the policy context, 20 <sup>th</sup> & 21 <sup>st</sup> centuries: effects on job in/security, socio-economic polarization	20 <sup>th</sup> century production and the transition to Fordism	Massey 1979
th	20		post-Fordism (outsourcing & ‘flexible’ production)	Harrison
t	25		policy reformulation: from Keynesian to neoliberal policy	Peck & Tickell
th	27		21 <sup>st</sup> century digitalized production: crowdsourcing & the gig economy; <b>essay #2 prompt distributed</b>	Vallas & Schor
t Nov	1		review workshop	
w	2	<b>essay #2 on section IV due by email (Word attachment)</b>		
th	3	V. civil society & strategies of engagement	informal economies in urban life	Kinder <b>(TP)</b>
t	8		alternative housing: community land trusts	Axel-Lute; DeFilippis et al <b>(TP)</b>
th	10		leveraging traditional gentrification strategies for the poor	Woocher; Garcia <b>(TP)</b>
t	15		counter mapping	McElroy <b>(TP)</b>
th	17		data citizens & environmental sensors	Gabrys <b>(TP)</b> ; Houston et al <b>(TP)</b>
t	22		data activism for resource mobilization	Meng & DiSalvo <b>(TP)</b>
th	24	<b>no class – happy Thanksgiving &amp; celebration of Native American heritage!</b>		
t	29	VI. critical assessment of current issues in	housing issues;	CURA <b>webinar</b> panel discussion: housing <b>(TP)</b>
th Dec	1	Columbus: Intel investment	development issues <b>essay #3 prompt distributed</b>	CURA <b>webinar</b> panel discussion: Development <b>(TP)</b>
t	6	tbd by class		
w	7	<b>essay #3 on sections V &amp; VI due by email (Word attachment)</b>		